



Transition to Adulthood: Strategies for Overcoming Stigma and Achieving Positive Outcomes for Young Adults

May 25, 2006



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
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Survey participation requests will be sent to all registered event participants who provided e-mail addresses at the time of their registration. Each request message will contain a web link to our survey tool. Please call **1-800-540-0320** if you have any difficulties filling out the survey online. Thank you for your feedback and cooperation.

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*The Moderator for this call is **Michelle Hicks**.*



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Questions?

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Speakers

Hewitt B. "Rusty" Clark, Ph.D.

Dr. Clark's is professor and director of the Transition to Independence Process (TIP) with the Department of Child and Family Studies of the University of South Florida's Florida Mental Health Institute. His current research focuses on transition of youth and young adults with behavioral/emotional difficulties into employment, education, independent living, and community-life adjustment. His other research has included analysis and positive behavioral support strategies for child and family interventions in home, school, and community. He has worked on community aftercare service strategies for youthful offenders to improve skill competencies, increase pro-social engagement, and reduce the rate of criminal activities. Dr. Clark also conducts a research project involving process and outcome measurement systems for evaluating the implementation and effectiveness of multifaceted interventions in complex social settings.



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Speakers

Kimberly Bisset, Ed.D.

Dr. Bisset is the employment and training manager at the Center for Psychiatric Rehabilitation at Boston University. She supervises the development of teaching curricula, training, career counseling, job development, workforce development and job placement services, and she assists in the realization of the Center's mission to help individuals recovering from psychiatric disabilities acquire self-sufficiency through training and gainful employment. In 2002, Dr. Bisset co-managed the Jump Start Program—a career development and mentoring program that matched young adults (aged 16-26) with severe psychiatric disabilities with mentors who themselves had a psychiatric disability. She also has been continuously involved in anti-stigma activities, collaborating with non-profit and corporate partners to reduce negative perceptions of young adults with psychiatric disabilities. She also seeks out new partnerships with companies, schools, and career centers, presenting to them about the dangers of stigma and ways to reduce it in families, communities, and the workplace.



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Speakers

Samantha-Jo Savage, B.S.W.

Samantha-Jo Savage is a founding board member of Youth MOVE (Youth Motivating Others through Voices of Experience) a national group empowering young people with mental health issues to change their lives through systems transformation. Samantha spent her adolescence navigating the various child-serving systems while dealing with a psychiatric disorder and educational difficulties. Her experiences, particularly during her transition years, became the foundation for her chosen vocation. Samantha started reforming her local system at the age of 17, when she co-founded the Burlington Youth Partnership (for youth with mental health issues) and helped initiate the Southern Region Youth Advisory Board (for foster youth aging out of care). In these positions she impacted child welfare reform for adolescents, guided the development of child behavioral health policies, provided training to providers, policymakers, and youth, and ensured the local sustainability of both groups across the entire state.



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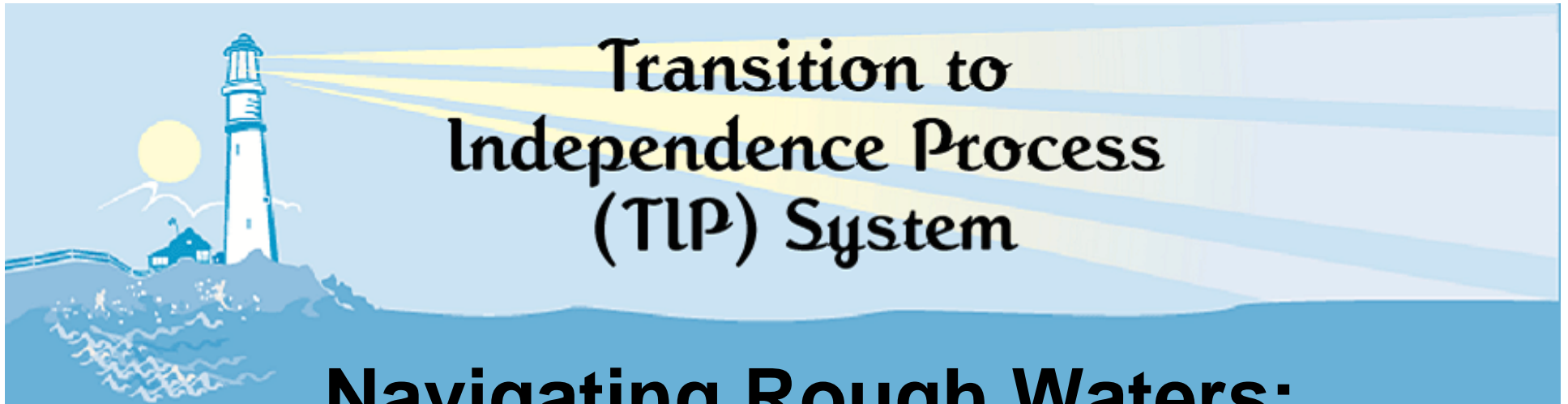
Transition to Independence Process (TIP) System

Navigating Rough Waters:

Facilitating the Transition of Young People with EBD into Adulthood

TIP TALK Stigma 051706 Version
clark@fmhi.usf.edu

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Transition to Independence Process (TIP) System

Navigating Rough Waters:

Facilitating the Transition of Young People with EBD into Adulthood

Hewitt B. “Rusty” Clark, Ph.D.

University of South Florida
Tampa, Florida

Lighting the Way to Independence



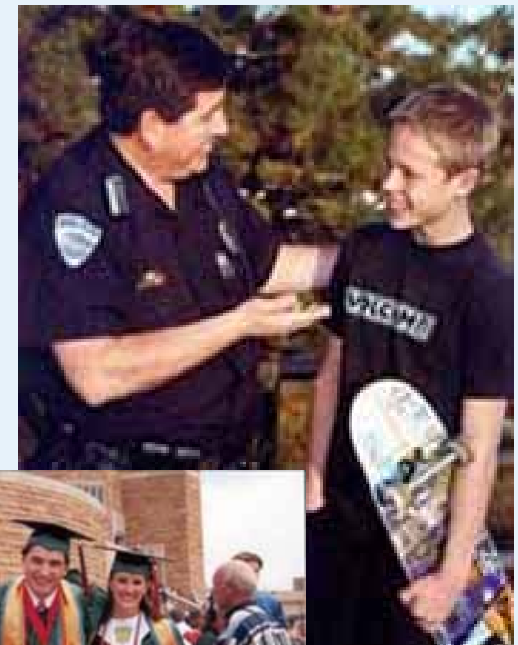
Biopsychosocial Development



Identity Formation

- o Social*
- o Cognitive*
- o Sexual*
- o Moral*

Davis, 2005





Transition to Independence Process (TIP) system

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Interplay: Three Forces During Transition Period



Young People

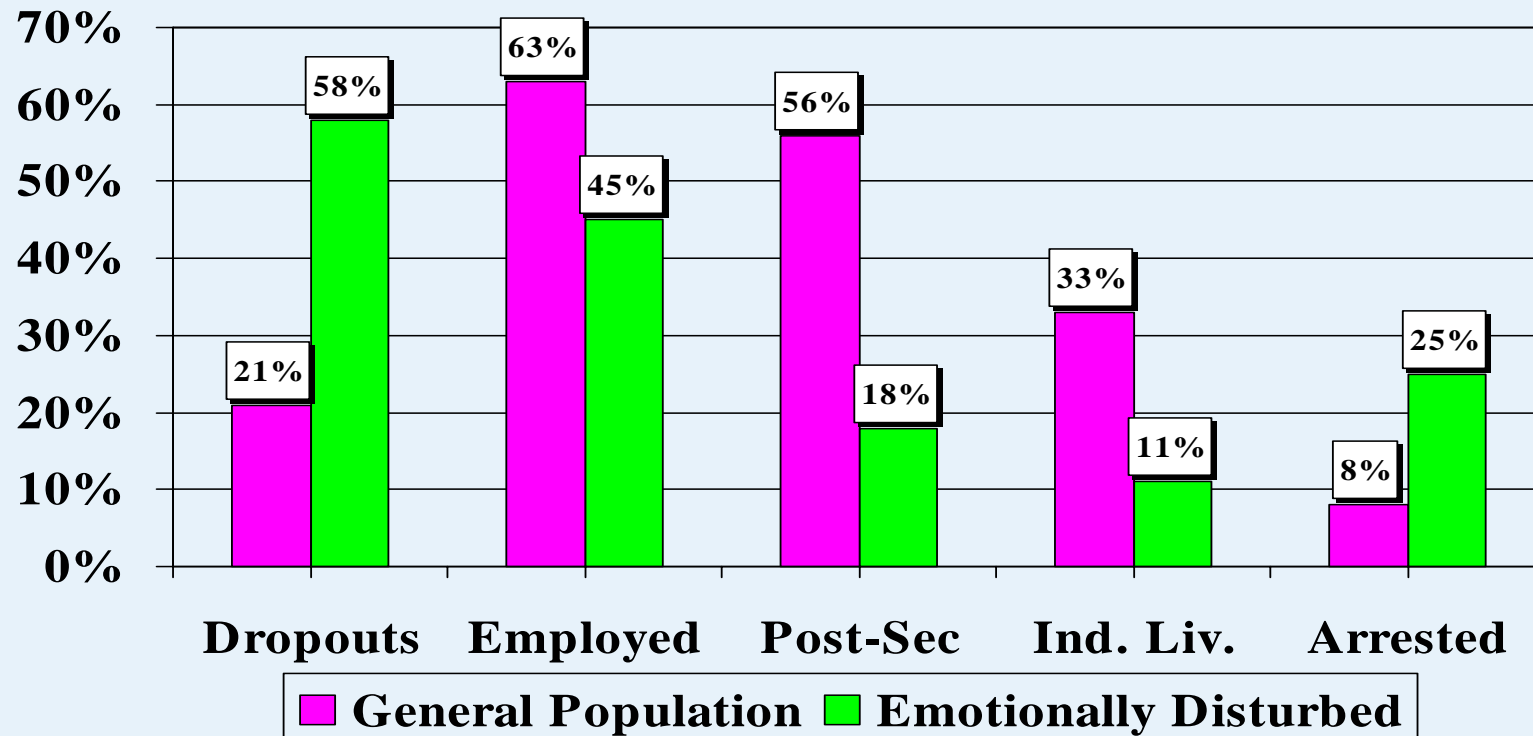
Families



Institutions

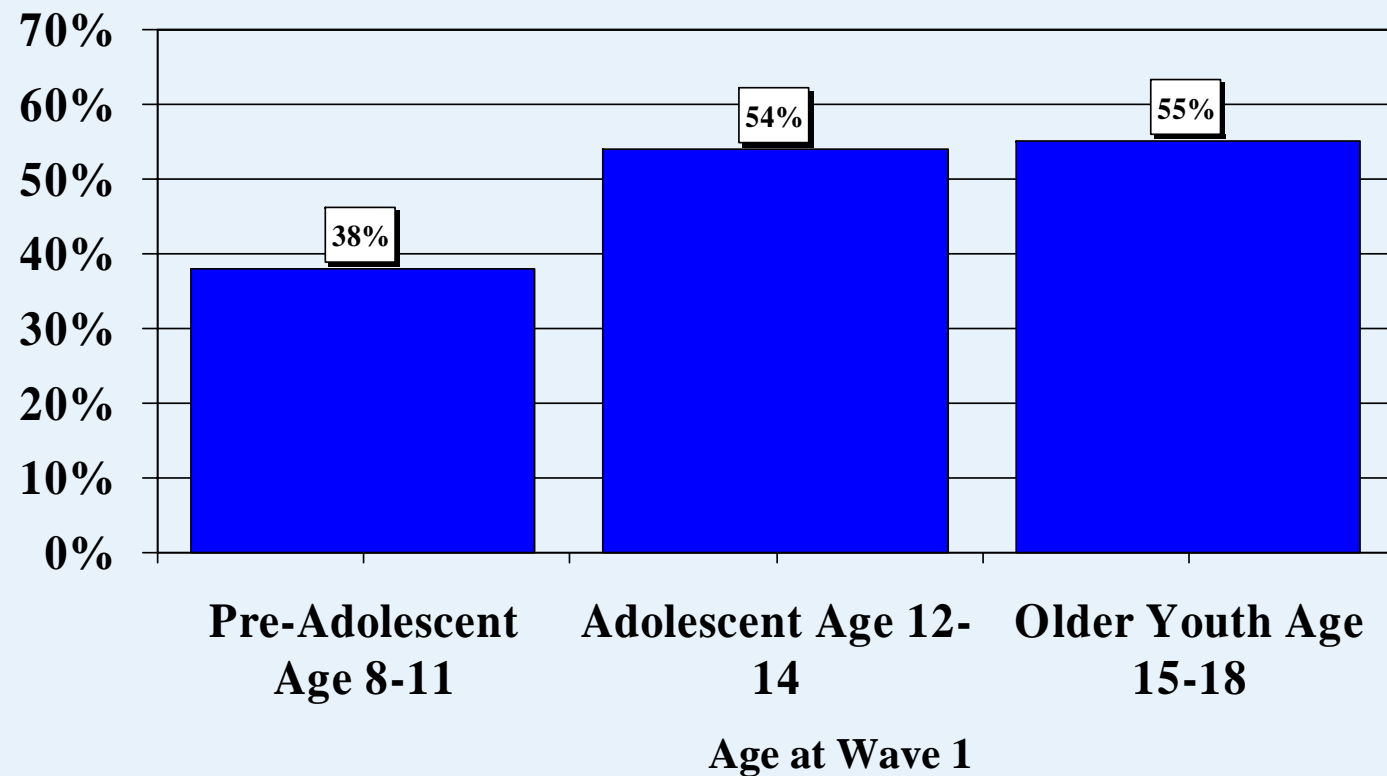


Comparison of Transition Domains Between the General Population and Emotionally Disturbed





Likelihood of Youth with EBD Being Incarcerated



Prange, M. (1993). A longitudinal perspective of youth with conduct disorder problems. Paper presented at the Rehabilitation of Children, Youth, and Adults with Psychiatric Disabilities Conference, Tampa, FL. Waves 1-7; N=497



Barriers

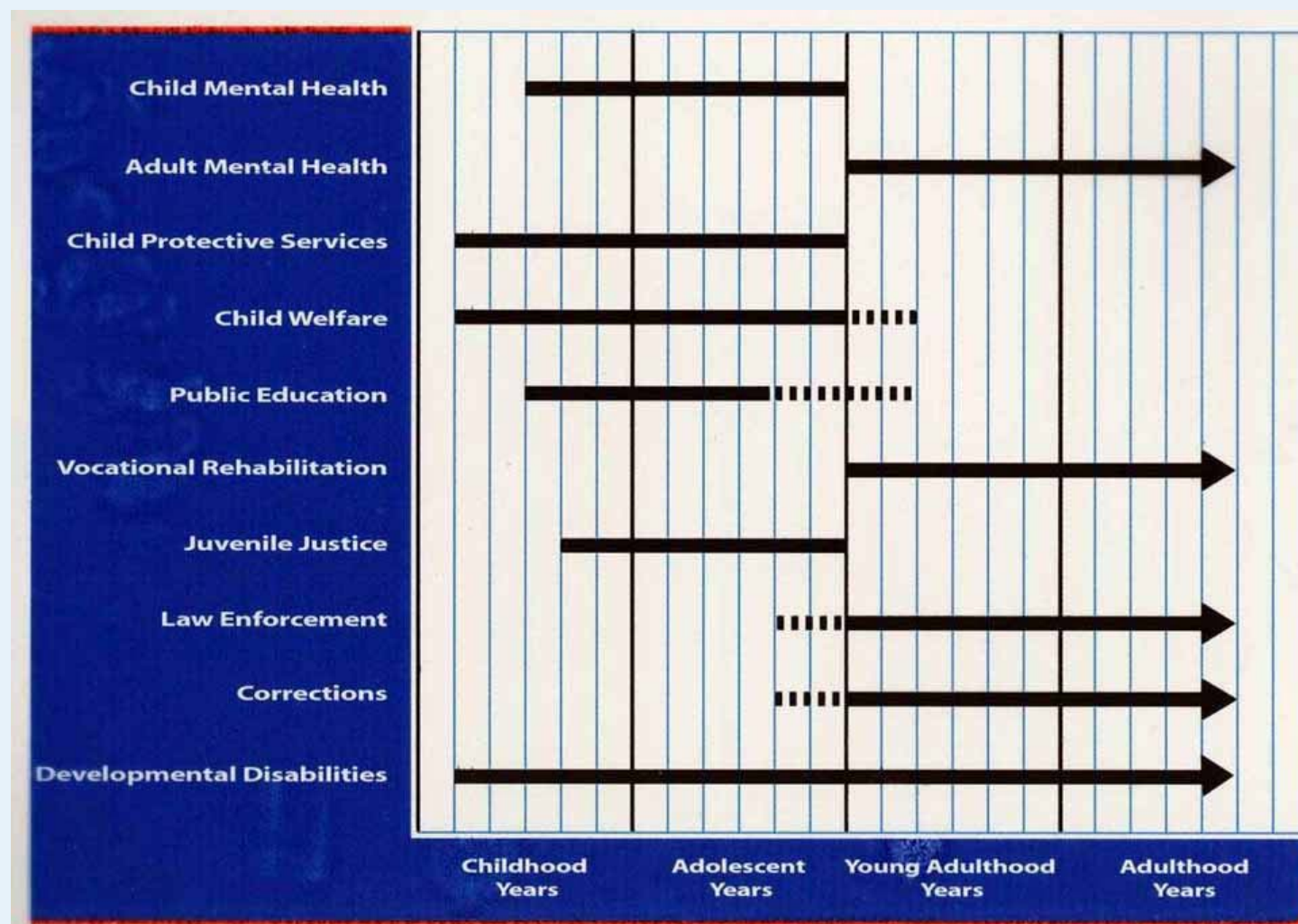
- Youth & Young Adult Level
- Family Level
- Community/System Level



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By Garry Trudeau





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Developmental Changes Underlie Abilities to Function in Transition

- *Completing schooling & training*
- *Developing a social network*
- *Contributing to one's household*



- *Obtaining/maintaining rewarding work*
- *Becoming financially self-supporting*
- *Being a good citizen*



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Transition



*Moving On
&
Staying Connected*



TIP System Definition

Transition to Independence Process (TIP) system:

- engage youth and young adults in their own futures planning process
- provide them with developmentally-appropriate services and supports
- involve them and their families and other informal key players in a process that prepares and facilitates them in their movement toward:
 - greater self-sufficiency and
 - successful achievement of their goals



TIP System Guidelines

- Practice (Young Person) Level
- Program Level
- Community System Level



TIP System Guidelines

- 1. Engage young people through relationship development, person-centered planning, and a focus on their futures.**
 - Use a strength-based approach with young people, their families, and other informal and formal key players.
 - Build relationships and respect young persons' relationships with family members and other informal and formal key players.
 - Facilitate personal-futures planning and goal setting.
 - Include prevention planning for high-risk situations, as necessary.
 - Engage young people in positive activities of interest.
 - Respect cultural and familial values and young persons' perspectives.

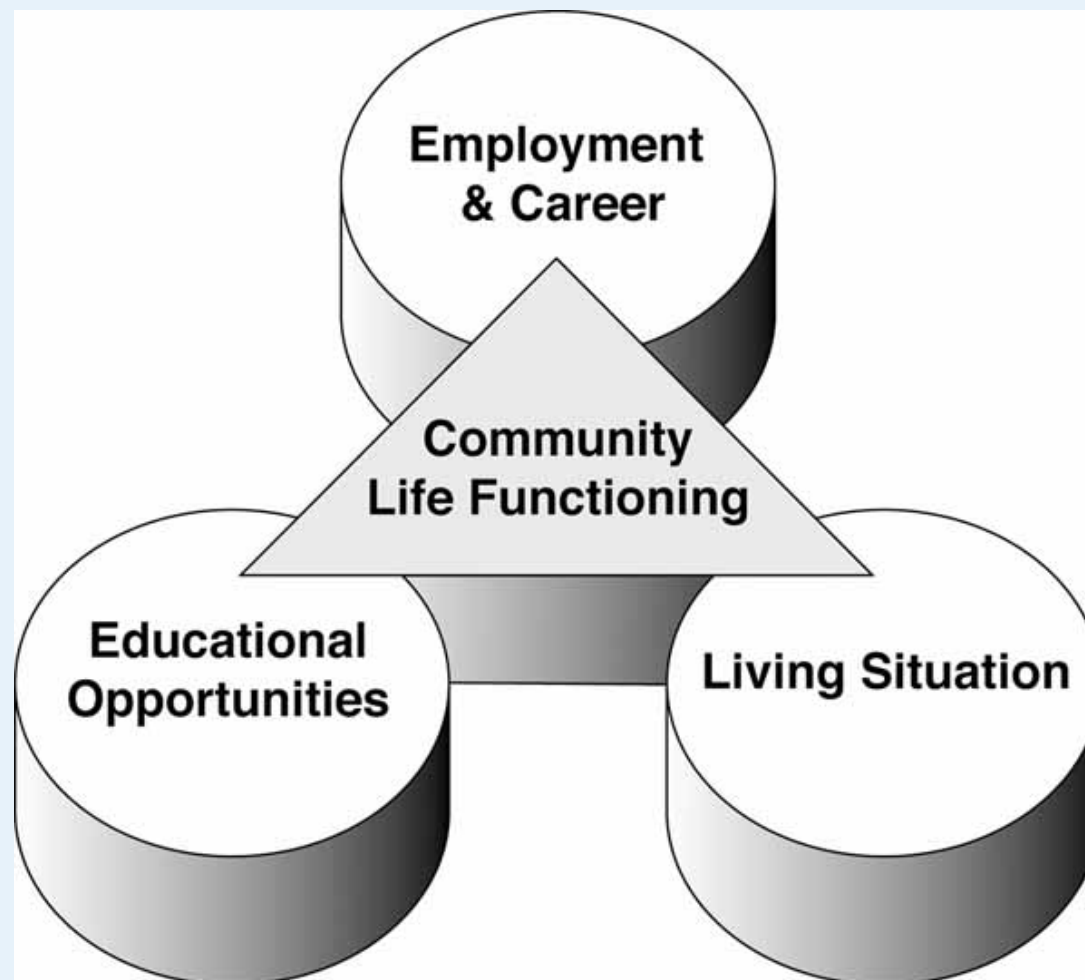


2. Tailor services and supports to be accessible, coordinated, developmentally-appropriate, and build on strengths to enable the young people to pursue their goals across all transition domains.

- Facilitate young persons' goal achievement across all transition domains.
 - Employment and Career
 - Educational Opportunities
 - Living Situation
 - Community Life Functioning



Transition Domains





Community Life Functioning: *Personal-Effectiveness and Community-Living Skills and Resources*

- Interpersonal Relationships
- Daily Living & Leisure Time Activities
- Community Participation & Responsibilities
- Communication
- Self-Determination
- Emotional & Behavioral Well-Being
- Physical Health
- Parenting



2. Tailor services and supports to be accessible, coordinated, developmentally-appropriate, and build on strengths to enable the young people to pursue their goals across all transition domains.

- Tailor services and supports to be developmentally-appropriate and build on the strengths, and address the needs, of the young people, their families, and other informal key players.
- Ensure that services and supports are accessible and coordinated.
- Balance the transition facilitators' role with that of the young people, their parents, and other informal and formal key players.



3. Acknowledge and develop personal choice and social responsibility with young people.

- Encourage problem-solving methods, decision making, and evaluation of impact on self and others.
- Balance one's work with young people between two axioms:
 - Maximize the likelihood of the success of young people.
 - Allow young people to contact natural consequences through life experience.



4. Ensure a safety-net of support by involving a young person's parents, family members, and other informal and formal key players.

- Involve parents, family members, and other informal and formal key players.
- Parents, family members, or other informal key players may need assistance in understanding this transition period or may need services/supports for themselves.
- Assist in mediating differences in the perspectives of young people, parents, and other informal and formal key players.
- Facilitate an unconditional commitment to the young person among his/her key players.
- Create an atmosphere of hopefulness, fun, and a future focus.



5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.

- Utilize assessment methods, e.g., functional in-situation assessment.
- Teach meaningful skills relevant to the young people across transition domains.
- Use teaching strategies in community settings.
- Develop skills related to self-management, problem-solving, self-advocacy, and self-evaluation of the impact of one's choices and actions on self and others.



Teach, Teach, Teach

Recognize opportunities to teach

Teach community-relevant skills

Create practice opportunities

- *Natural settings
- *Relevant stimulus materials
- *Typical people (modeling)

Reinforce use of skills



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- 6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.**
- Focus on a young person's goals and the tracking of his/her progress.



*“As my life got bigger,
My illness got smaller!”*

A young woman who “got a life.”



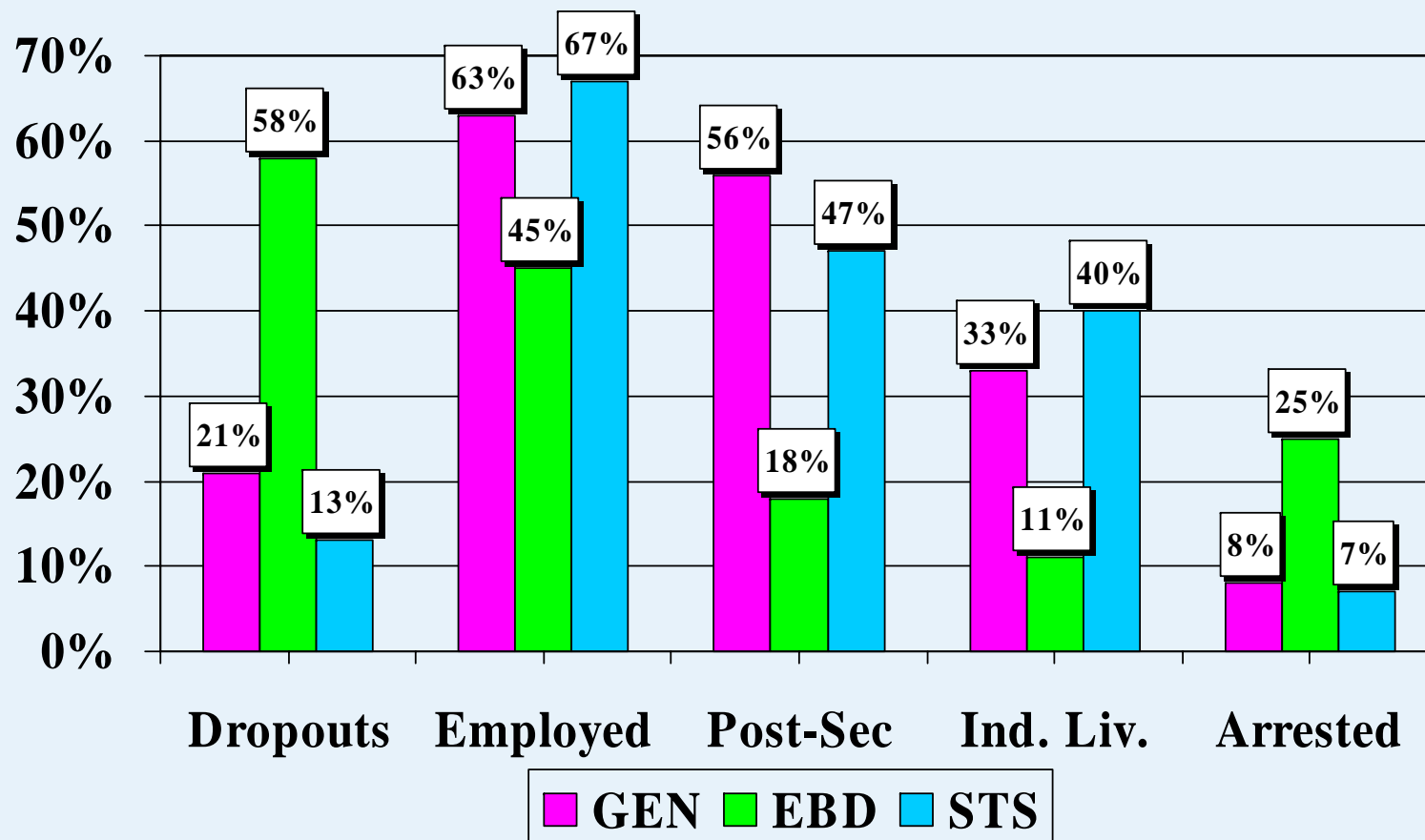
6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.

- Focus on a young person's goals and the tracking of his/her progress.
- Evaluate the responsiveness and effectiveness of the TIP system.
- Use process measures for continuous TIP system improvement.



Comparison of Transition Outcomes

General Population, Emotionally Disturbed, and STEPS TO SUCCESS Exiters





7. Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels.

- Maximize the involvement of young people, family members, informal and formal key players, and other community representatives.
- Tap the talents of peers and mentors:
 - Hire young adults as peer mentors and peer counselors.
 - Assist young people in creating peer support groups.
 - Use paid and unpaid mentors (e.g., co-worker mentors, college mentors, apartment roommate mentors).

(Contd.)



7. Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels.

- Partner with young people, parents, and others in the TIP system governance and stewardship.
- Advocate for system development, expansion, and evaluation -- and for reform of funding and policy to support a responsive, effective service system for young people in transition and their families.



Partnerships for Youth Transition (PYT)

Five PYT Community Sites

- **Funded by SAMHSA and U.S. DOE**

National Center on Youth Transition

- **Funded by the Jim Casey Youth Opportunity Initiative and Annie E. Casey Foundation**

Established National PYT Partners

- **SAMHSA – Child & Adult Mental Health**
- **DOE – Education**
- **Foundations & Professional Organization**
- **Need others: Department of Labor**



**Transition to
Independence Process
(TIP) system**

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PYT Community Sites

Planning a Transition Model

**Adopted TIP system or variations on the TIP
guidelines**

Implementing

Adjusting Model Based on Performance Measures

Planning for Sustainability

Evaluation of Progress & Outcomes for Young People



Anti-Stigma Strategies for Transitional Age Youth

Kimberly Bisset, Ed.D.

Teleconference: May 25, 2006

Boston University, Center for Psychiatric
Rehabilitation



Overview



- I. Background, and brief overview Jump Start
- II. Anti-Stigma Strategies in Programs
- III. How the Coaching Model can be used effectively with Transitional youth
- IV. How Employment reduces Stigma
- V. Anti-Stigma Strategies with Employers
- VI. Summary of Anti-Stigma Strategies

Background and Rationale

Adolescents/Young Adults Are on the Fringes of the Mental Health System

- Reluctance to Engage in Services
- Moving From System of “Entitlement” to One of “Eligibility”
- Legal Guardian May No Longer Be Responsible for Basic Needs
- “Aging Out” Process
- Ability to Refuse Services



Consequences of Failure to Successfully Navigate the Transition Process

- Premature School Dropout
- Unemployment
- Substance Abuse
- Poverty
- Involvement in Criminal Justice System
- Reliance Upon Entitlement System (SSI, etc)
- Lowered Expectations



Goals of the Jump Start Program

To Assist Young Adults Ages 16-26 With Serious Psychiatric Disabilities to Gain the Skills, Support, Education, and Confidence They Need to Successfully Transition From School to Higher Education and/or High Quality Employment .

- Individualized Peer Mentoring
- Specialized Classes Designed to Support Students' Unique Needs/interests
- Personalized Career Planning





Why Mentoring?

- Specifically Mentioned by Young Adults As Something That Would Help the Transition Process
 - “Voice of Youth in Transition” (www.mass-cst.org)
- Importance and Effectiveness of Peer Support in Other Contexts
- Mentors As Role Models for *Both* Recovery and Vocational Success

Mentoring Relationship

Participants preferred peer role models and support
in the form of a mentor



Linking Interests, Skills and Abilities
Creating Linkages: Career Guides and Friends
Listening and Discussing Ideas



Mentor-Student Activities

- Playing basketball
- Going to the gym
- Meeting for coffee
- Meeting at McDonalds
- Playing Pool
- Working on Resume and cover letters together
- Supportive phone calls
- Going to the movies
- Going to one another's house for dinner
- Shopping at the Mall
- Exploring Career Options



Young Adult Participation

Requirements

- Pre/Post Research Interview
- 1 – 3 Hours/Week Spent with Mentor
- Career Class
- Individual Meetings with Job Developer

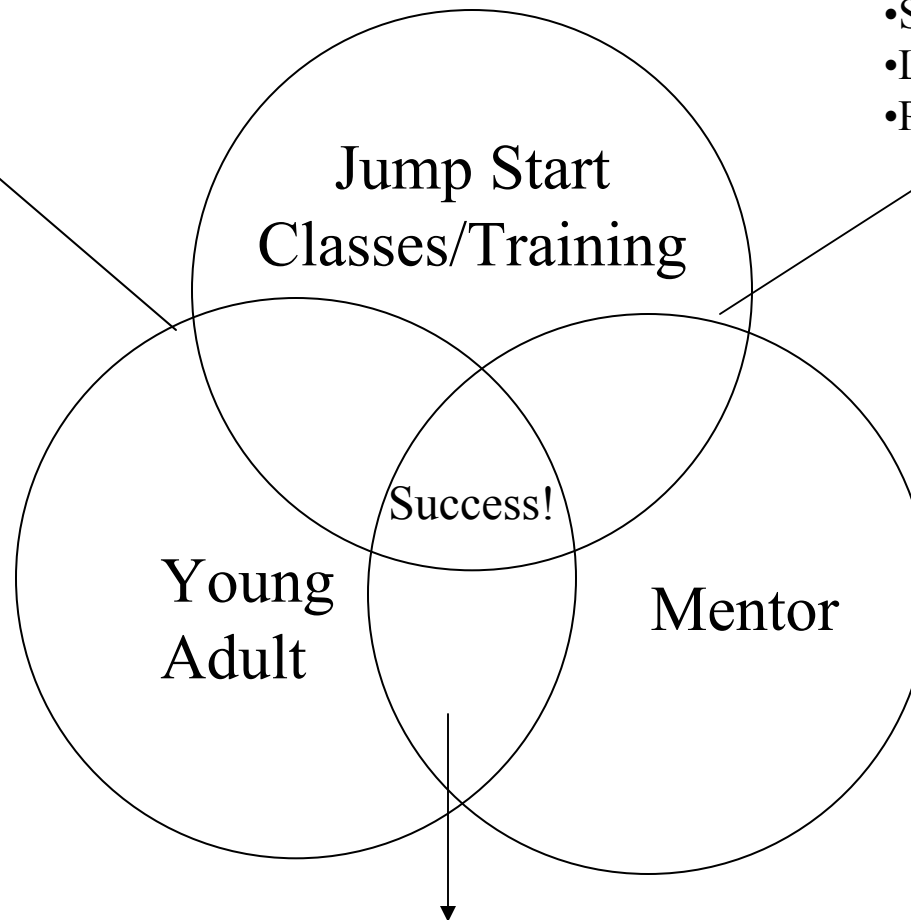


Optional

- Computer Class
- Wellness Class
- Recovery Center Classes
- Social Activities



- Career Exploration
- Self Esteem
- Encouragement
- Creating Resume
- Creating Career Plan
- Mock Interviewing
- Help in Job Placement
- Job Coaching

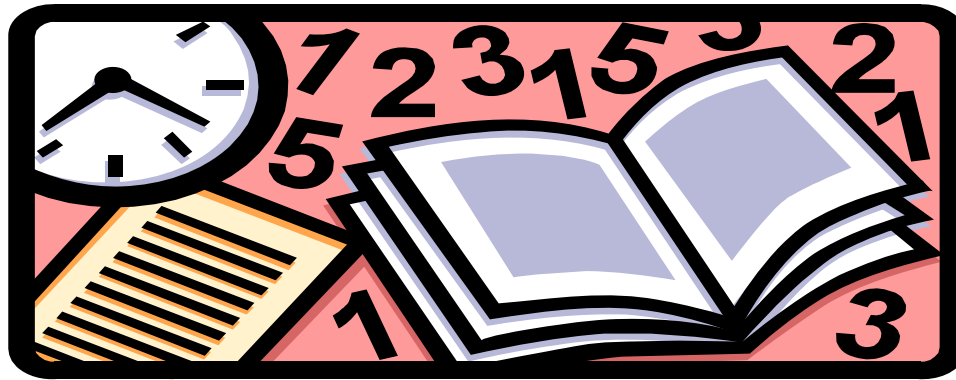


- Guidance and Support
- Supervision and Training
- Learn New Teaching Strategies
- Peer Support

- Initiating
- Connecting
- Engagement and Partnering

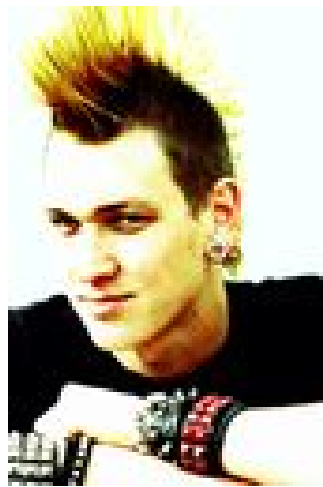
- Evaluating Readiness
- Career Exploration
- Informational Interviewing

Connecting Career Skills with Life Skills



- Drawing Real Life Parallels
- Incorporating Relevant Examples
- Making Room for Personal Growth

The importance of the Themes- Asking the Experts



- Most of the current research does not ask the young adults experiencing psychiatric disabilities what they believe would help them be successful!!

Connecting Career and Life Skills

Tangible hands on
Learning Experiences



1. Participants want situated learning experiences
2. Participants desired tangible supports and hands-on learning opportunities
3. Participants sought ways to take positive steps in their recovery

Critical Skills and Supports

- **Positive Peer Socializing**
- **Concrete and Constructive Experience**
 - Educational
 - Employment-internship
- **Assistance in Daily Living Skills**
 - Creating detailed schedule
 - Personal budgeting plans
- **Decision Making Skills**
 - Positive reframing of experience
 - Breaking down consequences of actions
 - If I do this, this will happen





What is Coaching?

**How can it be used
effectively
With young adults?**

- It is partnering together for a desired outcome
- It is working together toward a goal
- It is writing down together what it will take
- Then taking action to achieve the goal
- Not doing for them, helping them to do!!!

Positive aspects of Coaching

- DO ONE THING
APPROACH (DOT)
- Ask positive questions
- Create momentum
- Lessens overwhelm
- Effective planning makes
all the difference!!!!
- By failing to prepare we
are preparing to fail....



How do you start to plan?

Brainstorm

Organize

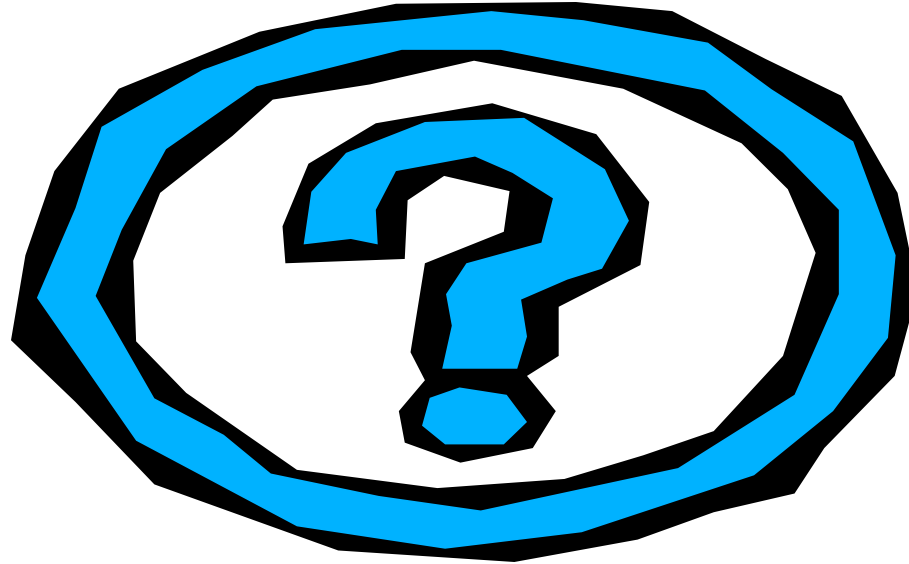
Pick one thing to start with

Execute →

Be prepared to readjust goals



How do small actions help?



- **An Action A Day** –the biggest difference emerges from making a lot of little differences

What can I do in 60 Seconds?

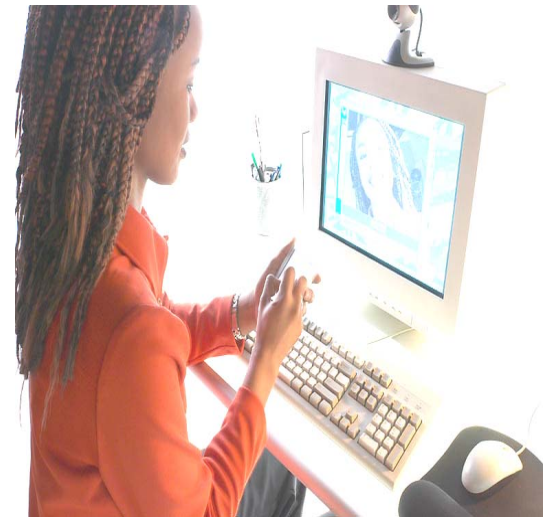
1. Write down my goal
2. Buy a newspaper
3. Find one job in the paper
4. Get a job application
5. Find one job on www.indeed.com
6. Make an appointment
7. Iron my shirt for an interview



Why action is essential....

- When I hear, I forget
- When I see, I remember
- When I DO, I understand

Ancient Chinese Saying



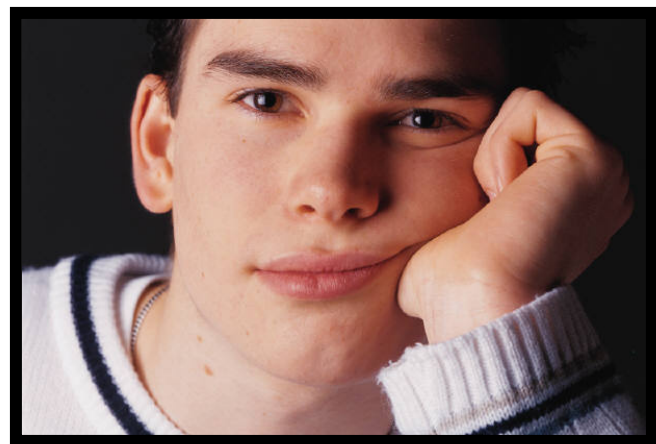
Work is part of Recovery



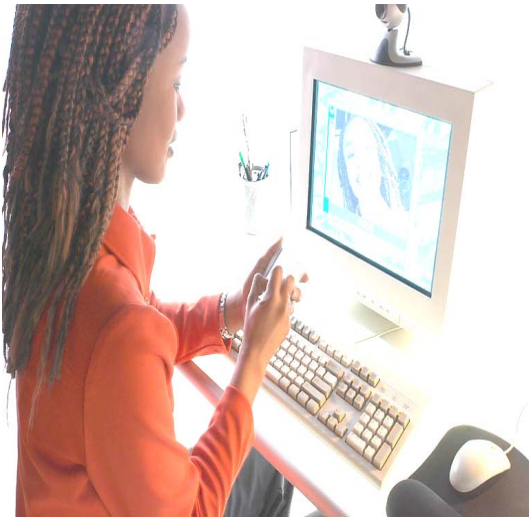
First Question People Ask???

1. Where do you work?
2. Are you seeing anyone?

Work reduces stigma!!



Building Competence and Confidence in **Career Development of Transitional Age Youth**



1. Teach the youth about informational interviewing
2. Promote volunteering and internships
3. Help match the youth's interest, skills, abilities with the job



Creating a Job Match

Ideal

Good

Poor

Small Office	Mid-size Office	Large Office
No telephone Work	Some phone work	Lots of Telephone Work
Computer Work Using Microsoft Excel and Access	Data Entry using only Microsoft Works	No Computer Component



Employer Partners

Building Relationships with Companies

- How do we facilitate the process of employment for transitional age youth??

Develop relationships with Employers

- Collaborate with Manager to better support the transitional youth
- Help employers understand the needs of transitional age youth and how to meet them
- If we all had better Managers.....





Summary Anti-Stigma Strategies

Responsiveness to Students Needs

Frequent Communication with Mentors

Inclusion of Family and Professional Support

Student Chosen Events

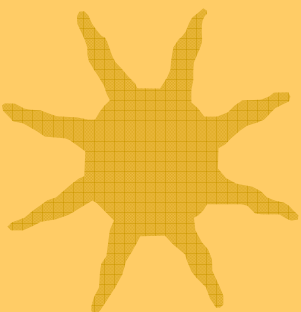
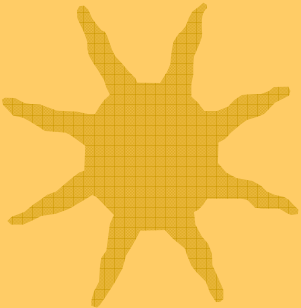
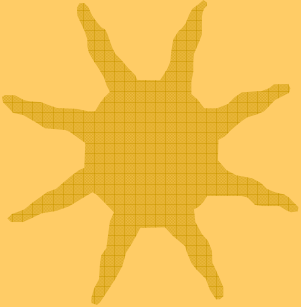
Fostering Social Connections

Community Internships

Developing Relationships with Employers

Job Placement Assistance

Post Placement Support



One Way or Another, You Get Through It

★ Samantha-Jo Savage, Youth Consultant
Founding member, YouthMOVE

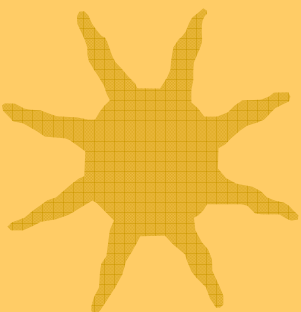
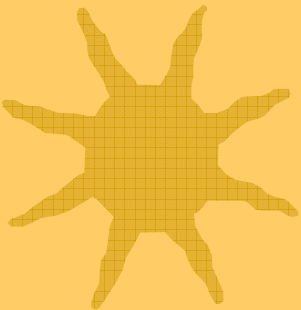
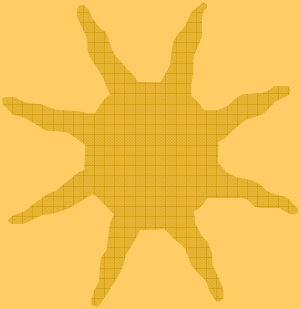
Slides adapted, in part, from "Walking the Talk with Family and Youth Involvement." Savage and Penn, 2004



Engaging Youth in Planning for Work

Provide a safe environment for speaking honestly:

- ★ Protect privacy and confidentiality.
- ★ Educate youth about their rights and options.
- ★ Participatory assessment processes.
- ★ Youth advocates on transition teams.
- ★ Start career exploration and readiness EARLY!
- ★ Respect the youth's culture (even if it is something you think is wacky).
- ★ Respect the youth's rights and choices (even if you don't like them—some of the greatest learning comes from mistakes).
- ★ Explain everything in appropriate language.
- ★ ALWAYS remember that these youth are young people first and mental illness is only one facet of their beings.



What Works?

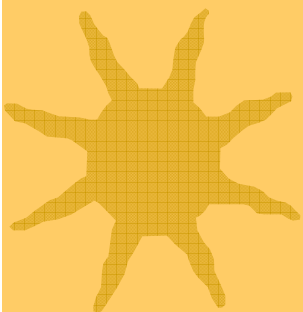
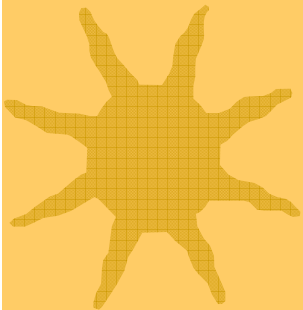
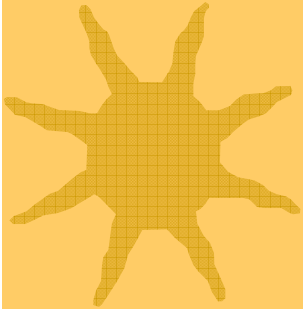
Peer to Peer Involvement

★ Provide opportunities for youth to:

- ❖ Meet each other in their communities
- ❖ Connect with others experiencing similar situations
- ❖ Reduce stigma and isolation
- ❖ Normalize experiences
- ❖ Provide a paradigm for appropriate behavior within the context of mental illness

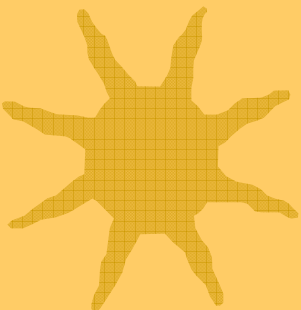
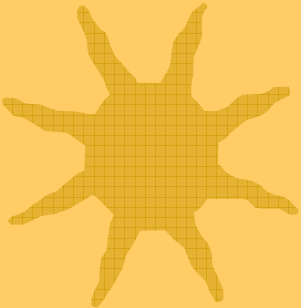
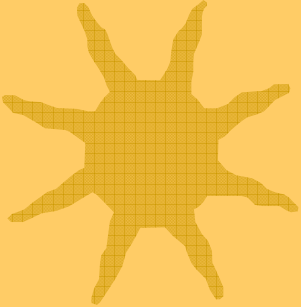
★ Provide:

- ❖ Support Groups
- ❖ Peer Matching
- ❖ Leadership development
- ❖ Social activities
- ❖ Training opportunities.



Youth Involvement WORKS for Youth

- ★ Personal experience is their expertise. Youth use it to create systems change.
- ★ Youth reclaim their power and sense of responsibility.
- ★ Youth are more likely to succeed in treatment when their voice is heard and causes things to change.
- ★ Youth gain a sense of belonging, competence, usefulness, and empowerment.
- ★ Youth involvement empowers youth through group and individual successes. This WORKS for work readiness as a self-esteem and motivating tool.

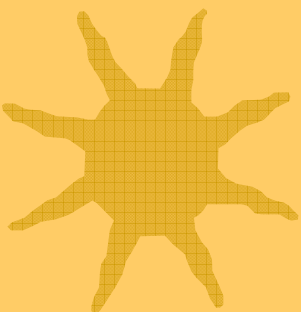
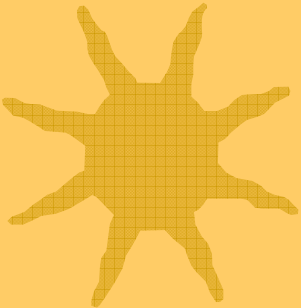
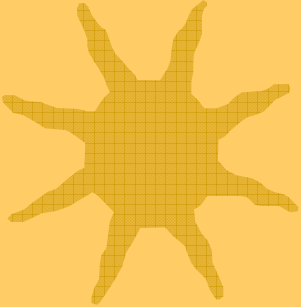


Strategies for Preparing Youth

- ★ Err on the side of over-preparedness: train, role-play, but also provide “real life” experiences.
- ★ Solicit youth input on everything, especially curriculum: if you think you know what cool is, you’re probably way off base.
- ★ Share responsibility for the outcomes.
- ★ Try “oddball” solutions that youth suggest. This supports problem-solving and just might work!
- ★ Be honest about what to expect but don’t scare or preach.
- ★ Balance nurture with structure and don’t be afraid to call a youth out on his/her behavior. It’s not always a symptom of the illness!



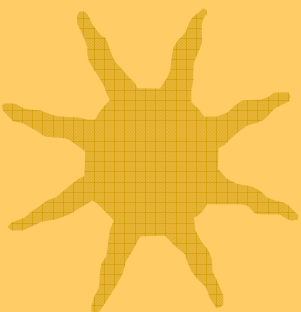
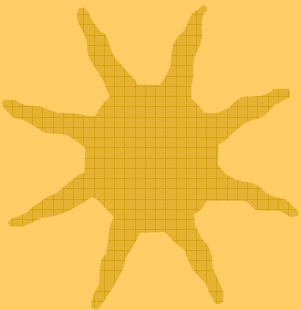
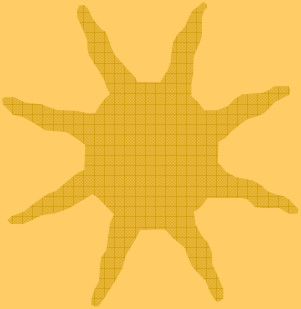
Strategies for Workplace Success



- ★ Expect perfection and you'll be disappointed. Expect some "slips" and you can help minimize the impact.
- ★ Clearly define roles and chain of command.
- ★ Provide ongoing training and support in workplace-specific issues.
- ★ Model workplace social situations.
- ★ Youth help to identify what is working well and what needs work.
- ★ Establish and maintain communication with a workplace ally.



Roles for Youth Organizations



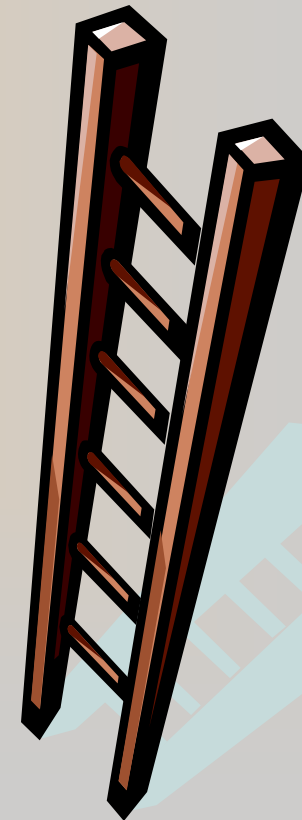
- ★ Promote youth interest and involvement.
- ★ Connect youth to welcoming employers.
- ★ Provide job-related information and referral.
- ★ Peer advocacy and preparation for self-advocacy.
- ★ Support funding for new programs for transition youth.
- ★ Provide ongoing leadership, training, and socialization opportunities.
- ★ Coordinate youth to participate in policy and decision-making processes.



Ladder Of Young People's Participation

9. Youth Initiated and Directed
8. Youth Initiated, Shared Decisions with Adults
7. Youth and Adult Initiated and Directed
6. Adult Initiated, Shared Decisions with Youth
5. Consulted and Informed
4. Assigned and Informed
3. Tokenism
2. Decoration
1. Manipulation

Maximum Youth Participation



Minimum Youth Participation



More Information

For more information, contact:

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Questions?

You may submit your question by pressing '**01**' on your telephone keypad. You will enter a queue and be allowed to ask your question in the order in which it is received. On hearing the operator announce your name, you may proceed with your question. After you have asked your question, your line will be muted. The presenters will then have the opportunity to respond.



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Conclusion

Thank you very much for participating in the SAMHSA ADS Center teleconference training, **“Transition to Adulthood: Strategies for Overcoming Stigma and Achieving Positive Outcomes for Young Adults.”**

The Resource Center to Address Discrimination and Stigma (ADS Center) is a project of the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.



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Discussion Questions

1. Based on today's discussion, where do young people with mental illnesses face potential stigma and discrimination as they transition into adult roles?
 - Are there any sources of stigma and discrimination that were not identified?
 - If so, what are they and how might they be addressed?
 - Under what circumstances does stigma cause the greatest problems for young adults with mental health problems?
2. Do you or members of your organization address the stigma and discrimination concerns of young adults on a regular basis?
 - If so, how do you convey your anti-stigma message? Do you involve family members? Do you reach out to young adults who do not have mental illnesses? Do you involve others?
 - If not, how would you go about reaching 18 to 24 year olds with your message?





Discussion Questions

3. Could you or your organization benefit from establishing peer mentoring relationship?
 - If so, how?
 - If not, what prevents establishing these relationships?
4. How can a youth organization like YouthMOVE support your efforts towards reducing stigma and discrimination associated with mental illness?
 - How would you involve young adults in policy and decision-making processes related to mental health services?

Please feel free to use these questions as the basis for your own group discussion about the issues addressed during today's training.



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Resources

On the Internet:

The views expressed within these resources do not necessarily represent the views, policies, and positions of the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, or the U.S. Department of Health and Human Services.

National Technical Assistance Center on Youth Transition —
<http://ncyt.fmhi.usf.edu>

Transition to Independence Process — <http://tip.fmhi.usf.edu>

Reach Out! Central — <http://www.reachout.com.au/>

National Mental Health Information Center: Child and Adolescent Mental Health —
<http://www.mentalhealth.samhsa.gov/child/childhealth.asp>



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Survey

Thank you very much for participating in the ADS Center teleconference, “Transition to Adulthood: Strategies for Overcoming Stigma and Achieving Positive Outcomes for Young Adults.”

We value your suggestions. Within 24 hours of this teleconference, you will receive an e-mail request to participate in a short, anonymous, online survey about today’s training material. Survey results will be used to determine what resources and topic areas need to be addressed by future training events. The survey will take approximately 5 minutes to complete.

Survey participation requests will be sent to all registered event participants who provided e-mail addresses at the time of their registration. Each request message will contain a web link to our survey tool. Please call 1-800-540-0320 if you have any difficulties filling out the survey online. Thank you for your feedback and cooperation.



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